

Arizona Academic Standards in the Arts: Articulated for Fifth Grade



Philosophy and Rationale for the Arts

The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, the Arts Education Partnership, and *BusinessWeek*.

Arts Education in Arizona

Arizona has recognized the importance of arts education for its students in a variety of ways, including:

- Requiring music and visual arts be taught in grades K-8
- Creating high quality certifications (endorsements) for teachers in the areas of dance, music, theatre and visual arts
- Requiring a fine arts high school credit for admission to our state's universities
- Adopting Academic Standards in the Arts, with rigorous, sequential guidelines for creating quality arts education for Arizona's students.

Arts Standards Articulation for Fifth Grade

- The Arts Standards are divided into four discipline areas: dance, music, theatre and visual arts.
- The Music Standard is articulated for general music by grade level for Kindergarten – 8th grade.
- The remaining Standards (Dance, Theatre, Visual Arts) are articulated by **skill level**, reflecting the variety of ways in which the arts are taught in Arizona schools. Included in this **Fifth Grade** packet are the **Intermediate Skill Level Performance Objectives** for Dance, Theatre and Visual Arts. If your students are more or less advanced, or if you would like to see how these skill articulated standards build on one other, the Department encourages you to view the arts standards in their entirety at <http://www.ade.az.gov/standards/contentstandards.asp>.

Additional Resources for Arts Education

Additional resources on arts education can be accessed at <http://www.ade.az.gov/asd/arts/> or by calling the Department's Arts Education Specialist at 602-364-1534.

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INTERMEDIATE DANCE

Strand 1 - Create

<p style="text-align: center;"><i>Concept 1:</i> <i>Body</i> Intermediate Objectives</p>	
Healthy Practices	PO 201 Identify and apply individual patterns and habits that influence a safe and healthy body in dance (e.g. injury prevention).
Anatomy	PO 202 Identify skeletal components and major muscle groups.
Dynamic Alignment	PO 203 Demonstrate dynamic alignment through extended, more complex movement combinations and varying dance styles.
Fundamental Movement Patterns	PO 204 Apply fundamental movement patterns to warm-ups and improvisation.
Body Skills	PO 205 Apply basic body skills in all movement applications including warm-ups, improvisation, choreography etc.

<p style="text-align: center;">Concept 2: Movement Skills Intermediate Objectives</p>	
Axial/Non-locomotor	PO 201 Utilize dynamic alignment while performing sequenced combinations of basic axial movements .
Locomotor	PO 202 Utilize dynamic alignment while performing sequenced combinations of basic locomotor movements .
Axial and locomotor combinations	PO 203 Perform more complex combinations, which require increased motor memory and coordination.
Articulation of movement skills	PO 204 Apply breath support, initiation of movement, connectivity, and transition from one movement to another in performing short movement phrases.

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Strand 1 – Create (continued, page 2)**

Concept 3: Elements of Dance Intermediate Objectives	
Time: Tempo <i>See also "Relating Dance and Music"</i>	PO 201 Demonstrate moving while maintaining a steady beat in a variety of tempos.
Time: Meter	PO 202 Demonstrate the ability to perform a phrase in both duple and triple time.
Time: Rhythm	PO 203 Demonstrate moving in relation to and coordination with changes in rhythm and meter in even and syncopated rhythms.
Space: Direction, Facing, Pathway	PO 204 Demonstrate clarity of facings in space while moving in different directions.
Space: Level	PO 205 Demonstrate the ability to move through space at low, middle and high levels.
Space: Shapes	PO 206 Demonstrate the ability to work with a partner and/or group to create a variety of shapes.
Space: Size and Range	PO 207 Use size and range to vary an existing movement phrase and analyze the effect of such changes.
Space: Focus and Intent	PO 208 Demonstrate use of various points of focus to convey meaning.
Energy: Movement Qualities	PO 209 Apply the movement qualities to develop and revise movement phrases.
Energy: Effort	PO 210 Apply the effort principles to develop and revise movement phrases.

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Strand 1 – Create (continued, page 3)

Concept 4: Improvisation/Choreography Intermediate Objectives	
Improvisational Strategies	PO 201 Identify and apply more advanced improvisational strategies (e.g. props, responding to movement of others, literal/abstract, contact).
Using the Elements of Dance to Communicate	PO 202 Using the elements of dance, create dance phrases that communicate meaning.
Ideas and Themes	PO 203 Create dance phrases that use ideas and themes as motivation.
Choreographic Processes	PO 204 Identify and demonstrate the use of choreographic devices to create dance phrases.
Choreographic Forms	PO 205 Create dance phrases that incorporate a single choreographic form .
Choreographic Principles	PO 206 Using the choreographic principles , analyze and revise existing dance phrases.
Technology	PO 207 Use technology or software to record a dance or phrase.
	PO 208 Use technology or the internet to share choreography and discussion between two different schools/groups.

Concept 5: Performance Values Intermediate Objectives	
Focus and Concentration	PO 201 Maintain consistent concentration and focus while moving or holding a fixed position.
Kinesthetic and Spatial Awareness	PO 202 Demonstrate appropriate kinesthetic awareness while performing alone or with a group.
Performance Qualities	PO 203 Identify and perform dance with projection and overall expression.

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Strand 1 – Create (continued, page 4)**

Concept 6: Production Design Intermediate Objectives	
Production terms, crew, elements	PO 201 Identify the roles of the production crew members .
Marketing and budget	PO 202 Identify and analyze components, sources and steps in budgeting for a dance concert.
Technology	PO 203 Observe and discuss the ways to use technology in design and production of a theatrical performance.

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Strand 2 - RELATE

Concept 1: Dance Forms/History Intermediate Objectives	
Production terms, crew, elements	PO 201 Demonstrate knowledge of the historical development and continued evolution of the various dance forms.
Marketing and budget	PO 202 Discuss and demonstrate how historical influences affect the theoretical and technical differences of various dance forms.
Technology	PO 203 Describe the historical evolution of the use of technology in dance.

Concept 2: Social and Cultural Influences Intermediate Objectives	
Cultural Dances	PO 201 Perform dances from a variety of cultures. Compare the styles and movements of the different dances in relation to the elements of dance.
Meaning of Cultural Dances	PO 202 Compare and contrast the meaning, purpose and roles people play in various social/cultural and folk dances.
Contemporary Cultural Dances	PO 203 Identify and analyze the influence of pop culture on social dance (e.g. various decades).

Concept 3: Dance and Literacy Intermediate Objectives	
Using text to create movement	PO 201 Create a thematic movement phrase to express images, ideas, situations, and feelings found in text.
Using text to describe and understand movement	PO 202 Apply descriptive language (similes and metaphors) and dance terminology to express images, ideas and feelings that are danced.

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Strand 2 – RELATE (continued, page 2)**

Concept 4: Dance and other disciplines Intermediate Objectives	
Using movement with other disciplines	PO 201 Create a thematic movement phrase to express ideas, concepts and images (e.g. numbers, patterns, sounds, textures, animals) found in other disciplines.
Integrating dance and other art forms	PO 202 Relate the elements used in dance to the elements of other art forms.
Careers	PO 203 List the skills learned through dance and how they relate to other career fields (e.g. problem solving, discipline, collaboration, anatomy).

Concept 5: Dance and Music Intermediate Objectives	
Elements of music	PO 201 Identify and explore (e.g. discussion, body percussion, locomotors, other body movements). rhythmic structure of various music examples.
Rhythmic Patterns/Variations	PO 202 Demonstrate the ability to alter the tempo, rhythm and/or meter of a movement phrase.
Technology	PO 203 Using current technology create a sound-score for dance.

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Strand 3 – EVALUATE

Concept 1: Understanding Dance Intermediate Objectives	
Dance Terminology	PO 201 After observing a dance, using dance terminology, discuss how the elements of dance have been manipulated within the choreography.
Production Elements	PO 202 After observing a dance, analyze how the production elements have enhanced the intent of the choreographer.
Communicating Meaning	PO 203 Interpret how the elements of dance and choreographic strategies can be used to communicate meaning in dance.
Evaluation Criteria	PO 204 Using selected criteria, evaluate its effectiveness in dance choreography or performance.
Personal Interpretation	PO 205 Explain your reaction to a dance and identify how your personal experiences lead you to your response.
Technology	PO 206 Use technology over time to understand and analyze individual progress of technique, choreography and performance values.

Concept 2: Professionalism Intermediate Objectives	
Classroom, rehearsal and performance behaviors	PO 201 Contribute to and support a nurturing and safe classroom, rehearsal and performance environment. by modeling appropriate practices.
Audience Etiquette	PO 202 Demonstrate appropriate audience behavior in all performance situations and respond with relevant and supportive comments.
Portfolio collection and maintenance	PO 203 At regular intervals, record and discuss movement skills acquired, choreography and performances. Self-assess progress. Maintain records for future use.

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GRADE 5

MUSIC
Strand 1: Create

Concept 1: Singing, alone and with others, music from various genres and diverse cultures.
PO 1. singing songs with descants on pitch with an appropriate tone quality, diction and posture.
PO 3. singing short songs from written notation .
PO 4. responding expressively to conducting cues (e.g., legato , dynamics)

Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.
PO 2. playing simple independent instrumental parts while other students sing or play contrasting parts.
PO 3. playing short songs from written notation.
PO 4. responding expressively to conducting cues (e.g., legato, dynamics).

Concept 3: Improvising rhythms, melodies, variations, and accompaniments
PO 1. improvising a melody based on a given tonality .

Concept 4: Composing and arranging music.
PO 1. composing short pieces using standard musical notation in the treble clef within specified guidelines.

Concept 5: Reading and notating music.
PO 2. reading/decoding sixteenth notes and sixteenth note patterns and simple syncopation in 2/4, 3/4 and 4/4 time signatures .
<i>PO 3. identifying the letter names for the lines and spaces of the treble clef.</i>
<i>PO 4. reading and notating music using standard musical notation.</i>
<i>PO 5. defining terms and symbols used in music notation as identified in previous grade levels.</i>

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Strand 2: Relate**

Concept 1: Understanding the relationships among music, the arts, and other disciplines outside the arts.
PO 1. <i>identifying the use/function of music from various cultures correlating to grade level social studies curriculum.</i>
PO 2. Explaining the nature of sound as vibration.
PO 3. explaining and applying the relationship between note values and mathematics
PO 4. exploring and analyzing the relationship of music to language arts, visual arts, literature

Concept 2: Understanding music in relation to history and culture.
PO 1. describing the historical context and or influence of music on daily life, culture, politics, etc.
PO 2. describing the cultural context and or influence of music on daily life, culture, politics, etc.
PO 3. describing the origins and development of instruments
PO 4. classifying different musical careers.

Concept 3: Understanding music in relation to self and universal themes.
PO 1 reflecting on and discussing the roles and impact music plays in their lives and the lives of others.
<i>PO 2. distinguishing music preferences (I like it because...) from music judgments (It is good because) from cultural judgments (It is important because...).</i>

Strand 3: Evaluate

Concept 1: Listening to, analyzing, and describing music.
PO 1. classifying scales as major, minor.
PO 2. categorizing instruments as Western and non-Western.
PO 4 identifying music examples by genre . PO 3. identifying AB, ABA , canon , and round forms when presented in performed and/or recorded music.

Concept 2: Evaluating music and music performances.
PO 1. using established criteria (e.g., dynamics , pronunciation) to evaluate performances and compositions .
PO 2. <i>listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.</i>

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INTERMEDIATE THEATRE

Strand 1 - Create

Concept 1: Collaboration Intermediate Objectives
PO 201. Collaborate to create a scenario/ script as a team.
PO 202. Collaborate to design and choose the environmental elements for a scenario/ script .
PO 203. Collaborate and communicate in the rehearsal process.
PO 204. Collaborate in informal performances .

Concept 2: Acting Intermediate Objectives
PO 201. Work individually to create characters for theatre and/or other media productions (e.g., for classical , contemporary, realistic, and non-realistic improvisations and scripted plays).
PO 202. As a character , play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature, and history).
PO 203. Demonstrate mental and physical attributes required to communicate characters different from themselves (e.g., concentration, sense recall, ability to remember lines and cues, breath and vocal control, body alignment, flexibility, and coordination).
PO 204. Communicate sensory images through movement, vocal, visual, or written expression
PO 205. Implement theatre etiquette in rehearsal and production settings.

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Strand 1 – Create (continued, page 2)**

Concept 3: Theatre Technology and Design Intermediate Objectives
PO 201. Develop designs that use visual and aural elements to convey environments that clearly support the text .
PO 202. Implement technical theatre etiquette in rehearsal and production settings.
PO 203. Use available art materials, tools, and/or stock scenery (e.g., rehearsal blocks, puppets, curtains, backdrops) to create and convey props and/or setting .
PO 204. Create floor plans and props .
PO 205. Construct or locate appropriate props to enhance a scene or production.
PO 206. Use available lighting sources to enhance formal and informal theatre, film/video, and electronic media productions to create design elements.
PO 207. Create sound effects and select music to enhance a scene or production.
PO 208. Create costume drawings and/or make-up charts.
PO 209. Use standard procedures to efficiently and safely operate tools and equipment for technical aspects of formal and informal theatre, film/video, and electronic media productions.
PO 210. Develop technical designs based on design concepts (musical and visual art principles) that meet the requirements of the dramatic work, film/video, and electronic media production.

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Strand 1 – Create (continued, page 3)**

Concept 4: Playwriting Intermediate Objectives
PO 201. Adapt a short, non-dramatic literary selection (e.g., folktale, poem, life story) into a scripted dramatic format.
PO 202. Dramatize and document scenes using a variety of characters to develop monologues and/or dialogue .
PO 203. Dramatize and document scenes based on life experiences using a variety of conflicts to create resolution to the story.
PO 204. Dramatize and document, both individually and in groups, scenarios that develop theme , plot , conflict , and dialogue .

Concept 5: Directing Intermediate Objectives
PO 201. Analyze dramatic text (e.g., folktale, myth, poetry, narrative, monologue , scene , play , etc.) to develop an informal performance describing character motivations , structure of the story, and the role of the environment in the story.
PO 202. Develop an understanding of how actors' qualities and skills are considered when casting various characters or roles .
PO 203. Make directorial decisions about group work and informal dramatic presentations (including movement , voice , etc.).
PO 206. Provide actor warm-ups that help them develop sensory recall, as needed, or as a means of accessing their characters.
PO 207. Implement theatre etiquette as a director in rehearsal and production settings.

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Strand 2 – Relate

Concept 1: Collaboration Intermediate Objectives
PO 201. Identify social issues and individual attitudes that promote or impede the collaborative process.
PO 202. Discuss and implement the skills that address social issues in the collaborative process (e.g., accept leader/follower roles, how to negotiate differences of ideas) in an informal production and other school-related projects.
PO 203. Discuss how participation in theatre benefits other life skills and other content areas.

Concept 2: Acting Intermediate Objectives
PO 201. Using self-evaluation and reflection, determine the influences of creative work on the individual and his/her community.
PO 202. Analyze the emotional and social impact (e.g., historical and contemporary) of performances in their lives and the lives of others.
PO 203. Analyze the historical, cultural effects on the characters and story of a dramatic concept, class improvisation , and theatre or other media production.
PO 204. Demonstrate how interrelated conditions (time, place, other characters , and the situation) influence the characters and stories in formal productions of theatre, film/video, and electronic media .
PO 205. Analyze the effects of their own cultural experiences on their dramatic work.
PO 206. Explain how one's own behavior might change in response to a performance (e.g., drug or alcohol abuse, criminal behavior, friendship, or family relationships).

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Strand 2 – Relate (continued, page 2)**

Concept 3: Theatre Technology and Design Intermediate Objectives
PO 201. Research historical and cultural influences from a variety of resources (e.g., text , library, artifact, internet) to implement with credible design choices.
PO 202. Compare and contrast how nature, social life, and visual art practices and products influence and affect design choices for theatre, film/television, and electronic media productions in the past and the present.
PO 203. Analyze a variety of dramatic works for artistic (e.g., color, style , line, texture) and technical requirements influenced by history and culture.

Concept 4: Playwriting Intermediate Objectives
PO 201. Demonstrate and identify a character's wants and needs, and physical, emotional, and social qualities based on historical and cultural influences.
PO 203. Research and identify contemporary social issues that can be explored through classroom improvisation .
PO 204. Discuss a class improvisation or performance's storylines, characters , dialogue , and actions , and how they relate to real life situations.
PO 205. Compare how similar themes are treated in dramas of different genres and styles from various cultural and historical periods.
PO 206. Analyze the historical and cultural effects on the characters and story of a dramatic concept, class improvisation, and theatre or other media production.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 2 – Related (continued, page 3)**

Concept 5: Directing Intermediate Objectives
PO 201. Research and use cultural, historical, and symbolic clues to develop an interpretation for visual and aural production choices.
PO 202. Present selected information from research to the ensemble to support the production process.
PO 203. Analyze the effects of personal and cultural experiences on the dramatic work.
PO 204. Analyze the historical and cultural effects on the characters and story of a dramatic concept, class improvisation , and theatre or other media production.

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Strand 3: Evaluate

Concept 1: Collaboration Intermediate Objectives
PO 201. Model and use appropriate ways to give, take, and use praise and constructive criticism .

Concept 2: Acting Intermediate Objectives
PO 201. Describe physical and vocal attributes appropriate to the characters in the play in class and professional performances .
PO 202. Describe physical concentration and character interaction that advance the plot in class and professional performances .
PO 203. Evaluate a role by responding and deconstructing deeper meanings of the text and character .
PO 204. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.
PO 205. Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation.

Concept 3: Theatre Technology and Design Intermediate Objectives
PO 201. Evaluate how the historical and cultural influences of technical elements affect a variety of performed dramatic works.
PO 202. Develop criteria to evaluate technical elements for formal and informal theatre, film/video, and electronic media productions.
PO 204. Evaluate and interpret technical elements in a variety of performed dramatic works including theatre, film/video, and electronic media productions.
PO 205. Evaluate their own and their peers' execution of duties and responsibilities on a technical crew.

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Strand 3: Evaluate (continued)

Concept 4: Playwriting Intermediate Objectives
PO 201. Develop criteria to analyze, interpret, and evaluate a play script (e.g., structure, language, characters).
PO 202. Describe how the setting , storyline, and characters are interrelated in scenarios and scripts .
PO 203. Use developed criteria to analyze a variety of dramatic works (e.g., formal and informal theatre, film/video, and electronic media productions) according to style, genre , dramatic elements, and characters .
PO 204. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.
PO 205. Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation.
PO 206. Justify the perception of a performance and critique its production elements.
PO 207. Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life.

Concept 5: Directing Intermediate Objectives
PO 201. Explain and justify personal criteria for evaluating the basic elements of text, acting , and production values in their work and the work of others.
PO 202. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre, or media productions.
PO 203. Use criteria to interpret dramatic text and performances in an organized oral or written presentation.
PO 204. Evaluate and justify, with examples, the meanings constructed from a dramatic text or performance relating to daily life.
PO 205. Justify the director's concept of a performance and critique its production elements.

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INTERMEDIATE VISUAL ARTS

Strand 1: Create

Concept 1:

Creative Process - The student will develop, revise, and reflect on ideas for expression in his or her own artwork
Intermediate Objectives

PO 201. *Contribute to a discussion about ideas for his or her own artwork .*

PO 202. *Make and explain revisions in his or her own artwork .*

PO 203. *Develop plans for his or her own artwork , (e.g., sketches, models, and notes).*

Concept 2:

Materials, Tools, and Techniques • The student will use materials, tools, and techniques in his or her own artwork .
Intermediate Objectives

PO 201. *Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork .*

PO 202. *Demonstrate purposeful use of materials, tools, and techniques in his or her own artwork .*

Concept 3:

Elements and Principles - The student will judge the effectiveness of the artist's use of elements of art and principles of design in communicating meanings and/or purposes, in artworks.
Intermediate Objectives

PO 201. *Identify, select, and use **elements** and **principles** to organize the **composition** in his or her own artwork .*

Concept 4:

Meanings or Purposes - The student will judge an artist's success in communicating meaning or purpose in their artwork.
Intermediate Objectives

PO 201. *Explain purposeful use of subject matter, **symbols**, and/or **themes** in his or her own artwork .*

PO 202. *Create an artwork that serves a function.*

Concept 5:

Quality - The student will apply criteria for judging the quality of specific artwork.
Intermediate Objectives

PO 201. *Identify successful aspects of his or her own artwork and possible revisions.*

PO 202. *Identify and apply **technical**, **functional**, **formal**, and/or **expressive** criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist's statements).*

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Strand 2 - RELATE**

Concept 1: Artworlds - The student will describe the role that art plays in culture and how it reflects, records, and interacts with history in various times, places, and traditions. Intermediate Objectives
PO 201. <i>Contribute to a discussion about who artists are, what they do, and why they create art.</i>
PO 202. <i>Discuss how artworks are used to communicate stories, ideas, and emotions.</i>
PO 203. <i>Discuss what an artworld is and its place in a culture.</i>
PO 204. <i>Discuss the roles of various artworld experts (e.g., critics, art historians, curators, archeologists, conservators and others).</i>
PO 205. <i>Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).</i>
PO 206. <i>Discuss how artworks reflect, ideas, images and symbols from the culture within which they were made.</i>

Concept 2: Materials, Tools, and Techniques • The student will use materials, tools, and techniques in his or her own artwork . Intermediate Objectives
PO 201. <i>Identify the relationship between tools, materials, and/or techniques.</i>
PO 202. <i>Describe what tools, materials, and techniques were used to create artwork from diverse cultures and times.</i>
PO 203. <i>Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.</i>

Concept 3: Elements and Principles - The student will judge the effectiveness of the artist's use of elements of art and principles of design in communicating meanings and/or purposes, in artworks. Intermediate Objectives
PO 201. <i>Identify visual/tactile characteristics of artworks from diverse cultures, different places, or times.</i>

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Strand 2 – RELATE (continued)**

Concept 4: Meanings or Purposes - The student will judge an artist's success in communicating meaning or purpose in their artwork. Intermediate Objectives
PO 201. <i>Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.</i>
PO 202. <i>Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.</i>
PO 203. Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.

Concept 5: Quality - The student will apply criteria for judging the quality of specific artwork. Intermediate Objectives
PO 201. <i>Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made</i>
PO 202. <i>Demonstrate respect while responding to others' artwork.</i>
PO 203. Compare the characteristics of artworks valued by diverse cultures.

**Arizona Academic Standards in the Arts: Articulated for
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Strand 3 – EVALUATE**

Concept 1: Art Issues and Values - The student will justify general conclusions about the nature and value of art. Intermediate Objectives
PO 201. <i>Form and support opinions about art (e.g., what art is and why it is important)</i>
PO 202. Debate whether art is different from visual culture in general.
PO 203. <i>Discuss reasons why people value art (e.g., sentimental, financial, religious, political, and historical).</i>
PO 204. Discuss people's criteria for determining how, or whether, art should be cared for and/or protected.

Concept 2: Materials, Tools, and Techniques • The student will use materials, tools, and techniques in his or her own artwork . Intermediate Objectives
PO 201. Explain how an artist's use of tools, materials, and techniques affect an artwork's meaning, purpose, and value.
PO 202. Develop and use criteria to evaluate craftsmanship in an artwork.

Concept 3: Elements and Principles - The student will judge the effectiveness of the artist's use of elements of art and principles of design in communicating meanings and/or purposes, in artworks. Intermediate Objectives
PO 201. <u>Describe an artist's use of</u> elements and principles <i>in an artwork support its meaning and/or purpose.</i>

Concept 4: Meanings or Purposes - The student will judge an artist's success in communicating meaning or purpose in their artwork. Intermediate Objectives
PO 201. <i>Discuss how an artist <u>uses subject matter, symbols, and/or themes to communicate meaning and/or purpose in an artwork.</u></i>

Concept 5: Quality - The student will apply criteria for judging the quality of specific artwork. Intermediate Objectives
PO 201. Understand how the difference in quality between an original and a reproduction affects the viewer's interpretation of an artwork <i>(e.g. ,make a museum/artist's studio visit to compare details, size, luminosity, three dimensionality, surface texture).</i>
PO 202. Distinguish art preferences "I like it because..." from art judgments "It is good because..." from cultural judgments "It is important because. ...".
PO 203. Use established criteria to make and support a judgment about the quality of an artwork.

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